

**Texas Education Agency  
Standard Application System (SAS)**

<b>2018–2019 School Transformation Fund - Planning</b>		
<b>Program authority:</b>	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	July 9, 2018 to May 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 29, 2018	
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 MAY 29 PM 1:16</div>
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

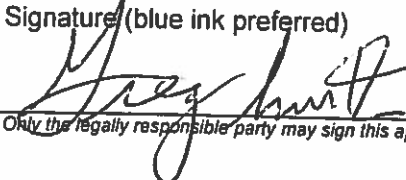
**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>					
Organization name	County-District #	Campus name/#	Amendment #		
Clear Creek ISD	084910				
Vendor ID #	ESC Region #			DUNS #	
1746001592	4			088366125	
Mailing address		City	State	ZIP Code	
2425 E. Main Street		League City	TX	77573-2743	
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
Chris		Kidwell	Dir. State/Federal Programs		
Telephone #	Email address		FAX #		
281-284-0103	ckidwell@ccisd.net		281-284-9924		
<b>Secondary Contact</b>					
First name	M.I.	Last name	Title		
Holly		Hughes	Asst. Supt. Elementary Instruct.		
Telephone #	Email address		FAX #		
281-284-0071	hhughes@ccisd.net		281-284-9924		
<b>Part 2: Certification and Incorporation</b>					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name Dr. Greg	M.I. Smith, Ph.D.	Title Superintendent
Telephone # 281-284-0000	Email address grsmith@ccisd.net	FAX # 281-284-9924
Signature (blue ink preferred)		Date signed



Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For <b>New School Planning</b> models ( <b>Reset</b> and <b>Fresh-Start</b> ), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Clear Creek Independent School District (CCISD) seeks grant funding to implement a School Transformation Fund Planning grant, using the Talent Transformation Model. CCISD propose this program on behalf of its three Title I Focus Schools: McWhirter Elementary, League City Elementary, and Clear Creek Intermediate. CCISD is seeking funding to support an increase in the quality of instruction for all students on these three campuses, through the following activities:

- Use of Data Coaches to help each campus determine student needs, inform instructional planning, and improve the quality of first-time instruction;
- Use of a Behavior Coach to promote positive behavior intervention and support activities on each campus;
- Targeted professional learning to build the capacity of principals to lead data-informed instructional planning on each campus, including use of T-TESS to evaluate and improve teaching practice; and
- Close, intentional oversight of Campus Improvement activities, including use of the Instructional Leader Appraisal to evaluate and improve instructional leadership; and
- Collaboration and guidance from the TEA Matched School Transformation Partner (MSTP) and TEA technical assistance.

The proposed program builds upon existing district initiatives to improve instruction with the help of Learning Forward, a non-profit entity that provides professional learning to education institutions. Learning Forward works with learning leaders at the system and school levels to strengthen instructional coaching and build leadership capacity in district schools. CCISD is currently part of Learning Forward's Galveston County Learning Leaders Network, a network of school leaders that employ a cycle of continuous learning, driven by data and focused on student learning, to solve authentic problems of practice in their schools.

CCISD developed the proposed budget through a strategic planning process involving the following district administrators: Executive Director for Professional Learning, Assistant Superintendent for Elementary Education; Director of State and Federal Programs; and Coordinator of Instructional Coaching. This planning group conducted a needs assessment of the Title I Focus Schools (McWhirter Elementary, League City Elementary, Clear Creek Intermediate), and developed a proposed budget that focuses all requested resources toward increasing the capacity to improve the quality of instruction on these campuses. The needs assessment process is designed by district leadership in collaboration with the District Education Improvement Committee (DEIC), which also reviews the process each year

Because the basic resources (for interventions, tutoring, supplies, etc.) are currently available through campus budgets and supplemental ESSA Title I funding, the proposed budget is specifically designed to provide expert personnel who provide campus-specific planning and support to campus instructional leaders and teachers to better serve ALL students, including struggling subpopulations.

Together these 3 campuses serve 2,270 students, 1,436 of whom (over 63%) are economically disadvantaged, and 759 (over 33%) are English Language Learners. Each campus serves several different student subpopulations, most of which have experienced low performance on State assessments, TELPAS, and/or multiple at-risk indicators.

The management plan calls for close coordination and oversight through a collaboration between the Assistant Superintendents for Elementary and Secondary Instruction, Executive Director for Professional Learning, Coordinator of Instructional Coaching, campus faculty and staff, the TEA Matched Transformation Partner (MTP), and additional staff to be hired by the grant. The listed staff will oversee the proposed project, meet regularly with program staff to ensure program effectiveness, and evaluate program activities on a regular basis. Staff meets at least monthly to:

- review progress;
- discuss community partnerships;
- share current trends identified through data analysis; and
- discuss current learning and behavior issues.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To evaluate the program and measure progress of the proposed program, district staff will collect data on an ongoing basis throughout the program, analyze the data on a regular basis, and review program progress periodically throughout the grant period. Staff will track student performance through multiple assessments, including local assessment, formative assessment, curriculum-based assessment, teacher observation and student self-surveys. Staff will track teacher progress through observation by campus administrators and instructional coaches, teacher reflection and self-surveys, and teacher collaborative team feedback.

This application completely and accurately answers all statutory and TEA requirements, each in their appropriate section. CCISD has demonstrated its ongoing commitment to the goals of this grant by engaging in activities to support student learning at Title I schools over the past several years. This application includes a letter of support from a philanthropic organization (Learning Forward) and from the district Superintendent. CCISD has sought, and will continue to seek, additional funds to support student achievement at Title I Focus schools.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$180,880	\$0	\$180,880
Schedule #8	Professional and Contracted Services (6200)	6200	\$62,500	\$0	\$62,500
Schedule #9	Supplies and Materials (6300)	6300	\$4,8000	\$0	\$4,800
Schedule #10	Other Operating Costs (6400)	6400	\$1,820	\$0	\$1,820
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$250,000	\$0	\$250,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$250,000</b>	<b>\$0</b>	<b>\$250,000</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher			\$0
2	Educational aide			\$
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director			\$0
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor			\$0
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
<b>Other Employee Positions</b>				
21	Data Coach: support campuses data-informed instruction	2	0	\$125,000
22	Behavior Coach: support campus behavior initiatives	0	.5	\$31,420
23	Title			\$
24	Subtotal employee costs:			\$156,420
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112 Substitute pay			\$9,600
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$14,860
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$24,460
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$180,880

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 084910		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$62,500
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$62,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 084910		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$4,800
<b>Grand total:</b>		<b>\$4,800</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 084910		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,820
<b>Grand total:</b>		<b>\$1,820</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 084910			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1	N/A	N/A	N/A	\$0
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	1436	63.26%	
Limited English proficient (LEP)	759	33.44%	
Disciplinary placements	9	.40%	
Attendance rate	NA	96.14%	
Annual dropout rate (Gr 9-12)	NA	DNA	Grant program is for Grades PK-8 only
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	47.6	33.47%	
6-10 Years Exp.	45.1	31.72%	
11-20 Years Exp.	37.6	26.44%	
20+ Years Exp.	11.8	8.30%	
No degree	.3	.21%	
Bachelor's Degree	111.4	78.34%	
Master's Degree	30.5	21.45%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
224	210	241	203	203	211	194	231	301	262	0	0	0	0	2270

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
13	12	13	14	14	11	10	17	15	19	0	0	0	0	138

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process for this School Transformation Planning Grant included input from the Executive Director for Professional Learning, Assistant Superintendent for Elementary Education; Director of State and Federal Programs; and Coordinator of Instructional Coaching. This group considered information and data from student assessment, accountability reports, stakeholder input, and community partners. Data was analyzed by individual students as well as sub-populations. These included: economically disadvantaged, English Language Learners, at-risk students, and Homeless, as CCISD is one of the districts included in the Hurricane Harvey disaster declaration. Moreover, staff has reviewed discipline and behavior records, discipline referrals, especially for at-risk students and students with special needs.

Using the data described above, the planning group conducted a needs assessment of the three Title I Focus schools, and the issues they face. Among the needs described were the following, in order of priority:

1. Students need high-quality first-time instruction in core content areas;
2. Teachers need training and guidance in the analysis and use of student performance data to improve instruction;
3. Campuses need strong administrative support to guide their school improvement efforts;
4. The district needs planning and technical support guidance; and
5. The district needs to support school improvement through effective evaluation of campus leaders and faculty.

Staff prioritized these needs based on a review of trends in student performance, including sub-populations, specifically those for which campuses were assigned Title I Focus School status. Staff also reviewed information gathered from trends in campus staffing, meetings with campus and district administrators.

This application is for a district-level grant that will only serve three specific campuses:

- McWhirter Elementary in Webster, TX;
- League City Elementary in League City, TX; and
- Clear Creek Intermediate in League City, TX.

CCISD selected these three campuses for three reasons:

1. They are all Title I Focus schools, and are the only campuses in CCISD eligible to be included in this grant;
2. Each campus has a significant need to accelerate instruction to improve student outcomes; and
3. The campuses are together in a feeder pattern that serves a diverse population with similar needs.

The planning team for this application has been working, along with the Executive Director for Assessment and Evaluation, to determine the needs of the three Title I Focus schools since they first received the Focus School designation. District administrators review each Campus Needs assessment to determine what district resources are needed to address campus needs.

This team worked with each campus principal to develop their Title I Focus School grant application, and has been monitoring progress of those activities. The needs assessment process for the School Transformation Planning grant is a continuation of ongoing monitoring that this team has conducted with the three Title I Focus Schools.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need high-quality first-time instruction in core content areas.	Teachers utilize tools for analyzing data to improve the quality of first-time instruction: - Teachers analyze student performance data; - Teacher teams use data to discuss the effectiveness of instruction; and - Teachers engage in feedback and reflection to improve instruction.
2.	Teachers need training and guidance in the analysis and use of student performance data to improve instruction.	Establish protocols for the use of data to improve the quality of first-time instruction on each campus: - Data Coaches are trained in using data to guide instruction (Harvard EdX online training); - Data Coaches train campus administrators on data-informed instruction; and - Data Coaches train teachers on analyzing data to guide instruction.
3.	Campuses need strong administrative support to guide their school improvement efforts.	The district will support campus improvement through: - Assistance in developing campus improvement plans, including work with the TEA MSTP. - Professional development to support teacher and administrator effectiveness; - Flexibility to implement campus improvement plans; and - Rigorous evaluation of campus improvement.
4.	The district needs planning and technical support guidance.	The district will receive planning and technical support guidance from: - TEA technical support resources; and - The TEA MSTP.
5.	The district needs to support school improvement through effective evaluation of campus leaders and faculty.	The district will support school improvement plans by: - evaluating campus leaders using the Instructional Leader Appraisal instrument; and - ensuring that teachers are evaluated using both the Instructional Leader Appraisal and T-TESS.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent for Elementary Instruction	Master's degree in educational administration from an accredited college or university; Texas mid-management/principal or other appropriate Texas certification; Effective communication and interpersonal skills; Knowledge of curriculum and instruction, with an emphasis in grades PK through 5; Minimum of 3 years successful experience as classroom teacher; Minimum of 3 years of experience in an instructional leadership role, preferably at the elementary level.
2.	Assistant Superintendent for Secondary Instruction	Master's degree in educational administration from an accredited college or university; Texas mid-management/principal or other appropriate Texas certification; Effective communication and interpersonal skills; Knowledge of curriculum and instruction, with an emphasis in grades 6 through 12; Excellent problem-solving and conflict resolution skills; Minimum of 3 years successful experience as classroom teacher; Minimum of 3 years successful experience as a head campus principal and instructional leader at the secondary level.
3.	Executive Director for Professional Learning	Master's degree in educational administration from an accredited college or university; Texas teacher certification in a content or related field; Texas mid-management/principal certification State and local teacher appraiser certification; Demonstrated ability to provide leadership and supervision for professional learning; Knowledge to evaluate adult learning programs; Ability to analyze a wide variety of data to make decisions and recommendations; Minimum of 3 years of experience as a classroom teacher; Minimum of 3 years of experience in a leadership role preferred.
4.	Coordinator of Instructional Coaching	Master's degree in education related field; Valid Texas teaching certificate required; Valid Texas principal certificate preferred; Minimum of 3 years experience as classroom teacher; Campus leadership experience preferred; Knowledge of Instructional Coaching and Professional Learning Communities (PLC); Leadership skills in the area of professional learning and team facilitation practices; Ability to work with and lead adult learners; Curriculum development and aligned implementation skills and experience; Ability to effectively communicate complex information to a wide variety of audiences; Technology skills including technology integration; Data analysis skills.
5.	TEA-Matched Transformation Partner (MSTP)	The MSTP will be selected and matched by TEA after a rigorous vetting process to ensure a "strong track record of developing and implementing school transformation" (TEA School Transformation Fund Planning grant Program Guidelines).
6.	Data Coach	Bachelor's degree in education from an accredited college or university; Valid Texas Teacher Certification; Excellent communication and interpersonal skills; Ability to work effectively with adult learners; Working knowledge of computer software and multimedia tools; Leadership and problem solving skills; Demonstrated expertise in: Standards-based instruction; Instructional strategies and best practices; Effective instruction for diverse learners; Data interpretation; and Professional learning creation and delivery; Minimum of 5 years of successful teaching experience; Varied grade levels of instructional experience preferred; Experience working with diverse student populations preferred; Experience working with adult learners, planning and delivering professional learning; Leadership experience preferred; Strong data analysis skills.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Establish protocols for the use of data to improve the quality of first-time instruction on each campus.	1. Data Coaches are trained in using data to guide instruction (Harvard EdX online training)	07/09/2018	09/30/2018
		2. Data Coaches train campus administrators on data-informed instruction	08/01/2018	05/01/2019
		3. Teacher leaders attend Harvard EdX online training	08/01/2018	12/01/2018
		4. Data Coaches train teachers on analyzing data to guide instruction	08/01/2018	05/31/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Teachers utilize tools for analyzing data to improve the quality of first-time instruction.	1. Teachers analyze student performance data	08/20/2018	05/31/2018
		2. Teacher teams use data to discuss the effectiveness of instruction	08/20/2018	05/31/2018
		3. Teachers engage in feedback and reflection to improve instruction	08/20/2018	05/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Students demonstrate improvement through multiple assessments.	1. Students receive high-quality, first-time instruction	08/20/2018	05/31/2018
		2. Students show progress through assessments	08/20/2018	05/31/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Evaluate Teacher and Campus Improvement	1. Campus administrators evaluate teacher progress	08/20/2018	05/31/2018
		2. District/campus admins discuss campus progress	08/20/2018	05/31/2018
		3. District works w/TEA MTP to evaluate program	08/20/2018	05/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
6.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In general, CCISD programs relative to this project are monitored and managed by the Assistant Superintendent for Elementary Instruction, who works with the Grant Team to ensure program successes and weaknesses are identified. These individuals ensure project success through a) constant monitoring of project activities and b) monthly meetings to assess project expenditures and monitor overall progress. When issues arise, changes and/or corrections are made immediately during that year.

Specific to Title I Focus schools, the team described above, along with the Assessment and Evaluation department, have been involved with the three Title I Focus schools since they were first designated as such. Together, this team worked with each campus to design its Title I Focus School Grant, and has been involved in monitoring those activities. This School Transformation Fund Planning grant application is a continuation of the planning and feedback process that has been ongoing for over a year.

Specific to the School Transformation Fund Planning grant, program staff, with support of the TEA Matched School Transformation Partner (MSTP) and other district personnel, will monitor program data and progress as follows:

- Every quarter (9 weeks), staff will review student performance data, look for data trends, and identify gaps in services. Staff will look first for improvement in each progress measure, which should result over time in increased student achievement.
- Data experts from Assessment and Evaluation department will meet quarterly with the Data Coaches and/or campus personnel to discuss issues at each campus and collaborate to brainstorm solutions to take back and implement with the campus teacher teams.
- Every semester, staff will review teacher progress data. Coaches and/or other program staff will meet one-on-one with each teacher, follow up on growth goals, and set revised or new goals going forward.
- Every month, staff will review the grant budget with the Director of State and Federal Programs and District Grant Accountant, and make changes as needed.
- Every month, staff will review coaching records, campus administrator notes, and district and campus Professional Learning (PL) calendars to ensure observations, data talks, coaching and feedback are all taking place for teachers at each campus.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project is an expansion upon ongoing, existing efforts, including both multi-year school improvement efforts at each campus and the Title I Focus School Grant that has been serving these three campuses during the 2017-18 school year. CCISD has committed time, funds, and effort to improving the quality of instruction at each campus, but student needs continue to increase and become more complicated.

CCISD will work with the Matched School Transformation Partner (MSTP) to develop school improvement plans for each participating campus. At each school the proposed project will a) develop campus-specific protocols with regard to the use of data to guide instruction; b) develop teacher leaders to do these protocols; and c) create teams do analysis of data to improve the quality of first-time instruction. To maximize effectiveness of grant funds, CCISD will coordinate a variety of resources, including Data Analysts/Executive Director of Assessment and Evaluation to provide trainings in data analysis and data protocols for the Data Coaches. In turn, the Data Coaches will also train content coaches to better understand and utilize data.

At the campus level, the project will ensure the ongoing commitment of project participants through both an improvement in the campus culture and through both the district appraisal process and the T-TESS evaluation process. Administrators and data coaches will work together to develop on each campus a set of protocols and expectations through teacher leaders and collaborative teams, so there is a mutual commitment throughout the campus to providing excellent instruction. This understanding will be guided by a school improvement plan developed through collaborative planning on each campus, toward improving instruction that is informed by the use of data. To reinforce this commitment, the district will use the T-TESS evaluation process to evaluate teacher progress, and the Instructional Leader Appraisal to evaluate administrator effectiveness in carrying out the school improvement plan.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Professional development records, agendas, sign-in sheets, surveys	1.	Data Coaches are trained in guiding the use of data to improve instruction.
		2.	Campus administrators are trained in supporting data-informed instruction.
		3.	Teachers are trained in how to analyze data to improve instruction.
2.	Teacher observations, teacher team meeting notes, teacher self-surveys	1.	Teacher teams meet to analyze data to improve the quality of instruction.
		2.	Teachers engage in best practices in the classroom to engage students.
		3.	
3.	Student assessment data, including formative, curriculum-based, state assessments, etc.	1.	Students demonstrate progress on individual indicators in class.
		2.	Students reach individualized learning goals on a regular basis.
		3.	Students improve their performance on STAAR and/or other assessments.
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program staff will collect data on an ongoing basis throughout the program, analyze the data on a regular basis, and review program progress periodically throughout the grant period. Staff will track student performance through multiple assessments, including local assessment, formative assessment, curriculum-based assessment, teacher observation, and student self-surveys. Staff will track teacher progress through observation by campus administrators and instructional coaches, teacher reflection and self-surveys, and teacher collaborative team feedback.

Data Analysts and/or the Executive Director of Assessment and Evaluation will meet at least quarterly with the Data Coaches to discuss issues at each campus and collaborate to brainstorm solutions take back and implement with the campus teacher teams.

The campuses will increase the percentage of students who meet Approaches Grade Level, Meets Grade Level, and Masters Grade Level on the following STAAR Assessments:

- Grade 3 Reading & Mathematics
- Grade 4 Reading, Mathematics, & Writing
- Grade 5 Reading, Mathematics, & Science

The goal for each of these assessments would be to have 90% of students earn Approaches Grade Level; 60% of students earn Meets Grade Level; and 30% of students earn Masters Grade Level over the next 5 years.

The campuses will increase the percentage of students who meet the Expected Progress Measure and the Accelerated Progress Measure on the following STAAAR Assessments:

- Grade 4 Reading & Mathematics
- Grade 5 Reading & Mathematics

The goal for each of these assessments would be to have 95% of students meet the Expected Progress Measure and 45% of the students meet the Accelerated Progress Measure over the next 5 years.

Because program staff will track student and teacher data on a continuous basis, staff will have multiple opportunities to identify and correct problems with project delivery throughout the program period. Staff will also maintain regular contact with campuses and the partner organizations to ensure proper coordination of services, troubleshoot problem areas, and make corrections in a timely manner.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Statutory Requirement 1a:** Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus will develop a targeted school improvement plan that includes action steps to get them out of "Focus School" status, through student improvement in core academic subject performance for all students. Each principal will convene and gather input from their campus leadership teams to develop their campus improvement plan, resulting in a collective commitment to supporting a plan that has meaning to multiple people on the campus. Principals will select leadership team members based on their commitment to affecting real change on the campus.

To assist schools in developing and implementing their improvement plans, CCISD will hire two full-time Data Coaches to be serve the three Title I Focus schools. Data Coaches will be signed to specific campuses, grade levels, and/or content areas based on campus needs, Data Coach strengths, and the best match of personality with campus culture.

The data coaches will:

- Attend professional development on how to build relationships to be effective on campuses;
- Help with the delivery of professional development for principals on how to talk with staff about using data to improve instruction, and moreover, why it's important to do this for all students;
- Serve as an "Instructional Coach for data" on the campuses: They will meet w/teachers to develop teacher leaders who will become resident experts on the use of data to improve first-time instruction; and
- Help each campus develop a better- equipped toolkit on data than what they currently have.

CCISD believes the proposed program will result in more systemic and standardized collection of data on each campus. Based on current observation, not all campuses are currently collecting or using the common assessment data the district desires.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will monitor each Title I Focus school to evaluate its progress throughout and beyond the grant period. CCISD will take the following steps, as appropriate:

1. Starting in Year One, each campus will be involved in conversations with their respective Assistant Superintendent, personnel from the Assessment and Evaluation Department personnel, Data Coaches, and the TEA Matched School Transformation Partner (MSTP) to determine the progress of each campus toward implementation of its plan.
2. CCISD will utilize the a local district evaluation instrument (the Instructional Leader Evaluation) to evaluate administrators, and the T-TESS evaluation format to reflect progress for faculty:
  - a. For principals, the district will use the Instructional Leadership Appraisal: Campus Administrators will set goals centered around i) school improvement; ii) commitment to working with Data Coaches to use data to improve the quality of instruction; and iii) supporting and leading the effort on campus toward meeting interim and long-term student achievement goals.
  - b. For teachers, the T-TESS evaluation will include an Interim goal that all teachers are at the "proficient"; and the Long-term Goal that all teachers are "accomplished", on the following Dimensions: 1.2 data and assessment; 2.4 differentiation; and 2.5 monitor and adjust.
3. If implementation does not occur, or is not successful, the discussion will move to staffing or other interventions, with guidance and support from the TEA Matched School Transformation Partner.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Statutory Requirement 1c:** Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD will rely largely on two external partners for this project. First, CCISD will partner with TEA and its Matched School Transformation Partner (MSTP) for technical support, planning, and guidance. CCISD understands the importance of engaging in an authentic plan for school transformation with support from the MSTP. CCISD also understands that TEA engages in a rigorous vetting process for MSTPs to ensure a "strong track record of developing and implementing school transformation" (TEA School Transformation Fund Planning grant Program Guidelines).

CCISD will also continue its partnership with Learning Forward to advance a vision of effective instruction that utilizes data-informed improvement of instructional leadership and classroom instruction. CCISD partners with Learning Forward, working with learning leaders at the system and school levels to strengthen instructional coaching and build leadership capacity in district schools.

CCISD is currently part of Learning Forward's Galveston County Learning Leaders Network, a network of school leaders that employ a cycle of continuous learning, driven by data and focused on student learning, to solve authentic problems of practice in their schools.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Statutory Requirement 1d:** Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD coordinates the alignment of federal, state, and local resources to support Title I schools on a regular, ongoing basis. To carry out the activities proposed for the School Transformation Fund Planning grant, CCISD will ensure alignment of the following other resources:

1. ESSA Title I funds to support supplemental intervention and support at the Title I Focus Schools. These may include instructional coaches, intervention specialists, supplemental instructional materials, or other supports. CCISD will also ensure that effective parental involvement takes place on the participating campuses, to support and reinforce the proposed programs.
2. ESSA Title II funds to support district-wide professional development that aligns with the proposed program. The training on data analysis, collaborative planning, and instructional improvement at the Title I Focus Schools will dovetail intentionally with other, district-wide professional learning in these areas.
3. ESSA Title III funds to provide supplemental support for English Learners at the three Title I Focus schools. In the aggregate, 1 of 3 students at these schools is an English Learner. CCISD will align Title III resources to provide additional support for these students on the Title I Focus campuses.
4. State Compensatory Education (SCE) funds: CCISD will align the use of SCE funds at each Title I Focus campus to ensure adequate support to meet the needs of all students on each campus.
5. Local resources: CCISD will align the following local resources to support the proposed project:
  - a. The CCISD Human Resources department manages and supports staffing for the participating campuses, ensuring high-quality faculty and staff at each campus. This department also manages the Instructional Leader Appraisal and the T-TESS evaluation process, providing training for administrators on the use of the evaluation instrument.
  - b. The CCISD Assessment and Evaluation department supports the project by providing data analysis resources, training for the Data Coaches and administrators, and analysis of the school improvement data needed to ensure the success of the project.
  - c. The Grant Team, consisting of the Director of State and Federal Programs, the Grant Accountant, and the Grant Writer, will provide ongoing monitoring of grant expenditures, communicate at least monthly with program personnel to monitor grant process, and facilitate changes and/or corrections to the project plan as needed throughout the grant period.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD will modify practices as appropriate to provide operational flexibility to enable full and effective implementation of campus improvement plans, including the following:

1. CCISD will work with the TEA Matched Transformation Partner to ensure that each campus develops its own strategic plan, to include appropriate professional development, data resources, and administrative resources to support school improvement;
2. The district will modify campus professional learning time to so that, while principals and Data Coaches each have time to work with teams of teachers on the use of data to guide instruction, teams of teachers will also have the opportunity to develop Communities of Practice to guide their own progress. Principals and Data Coaches will meet with teacher teams to conduct data discussions and guide data-informed instruction; but teachers will also have team-based planning time for grade-level and/or content area teams to work together, developing teacher leaders, and increasing their capacity to engage in self-guided observation, feedback, and reflection.
3. The district will provide substitutes for teachers to receive additional coaching and training to become Teacher Leaders for their grade level and/or content team on campus. This will provide increased flexibility by enabling teachers to pursue greater personal growth during regular working hours.
4. CCISD will hire a half-time Behavior Coach to deploy as need at Focus schools to further support implementation of PBIS, Conscious discipline, and other efforts improve behavior and campus culture. Currently, campus administrators spend an inordinate amount of time dealing with discipline and behavior issues rather than directly supporting instruction. With this additional support, CCISD will by reduce the discipline and behavior workload for campus administrators, allowing them increase their effectiveness as instructional leaders.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD relies on several evidence-based strategies to ensure effective instruction throughout the district. Specific to the proposed program, the redesign will incorporate the following evidence-based strategies:

1. **Data coaching:** Numerous empirically-supported projects throughout the United States have demonstrated the effectiveness of using Data Coaching to guide instructional improvement.
2. **Collaborative planning:** as an effective tool for guiding school improvement, collaborative planning ensures that key members and stakeholders of the school community are involved in planning and executing a school improvement design.
3. **Communities of practice:** by facilitating teacher collaboration through the formation of teams that work together to define and address real problems within their practice, instructional leaders cultivate authentic ownership of student achievement throughout the campus.
4. **Job-embedded professional learning (JEPL):** Extensive research supports the effectiveness of engaging in professional learning within the context of one's own instructional setting. Teachers will grow constantly by honing their craft while practicing it.
5. **Differentiated Instruction:** Though not new or unique, differentiated instruction is an absolute requirement for instructional effectiveness, and a key component of ensuring each participating teacher is doing everything they can to support student learning.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**TEA Program Requirement 1a:** Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Partnership Planning**☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☒ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**TEA Program Requirement 1b:** Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

## 1. What will the campus(es) look like in 3 years?

At each of CCISD's three Title I Focus schools, the vision in three years includes:

- Students will be authentically engaged in meaningful, effective first-time instruction.
- Teachers will work together as collaborative leaders and working groups to utilize data to improve their practice together;
- Each campus will have multiple teacher leaders in each content and grade level area who serve as resident experts in data analysis; and
- Each campus is invested in a clear set of processes and protocols for using data to improve the quality of first-time instruction.

## 2. How will the campus(es) get there?

During the planning stage, Data Coaches will work with the TEA Matched Transformation Partner, administrators, and core content instructional coaches to develop a school improvement plan for each campus. The school improvement plan will call for campus-based processes for the use of data to guide instruction, which then get turned over to teachers. To facilitate creation of an increasingly data informed culture, the data coach will assist the principal in determining appropriate data collection tools and timelines for campus-wide implementation. The principal will then communicate those expectations to Staff.

The Data Coaches will then, in collaboration with the content coaches, assist teachers in meeting the expectations through the use of data to improve first-time instruction. The program will support the vision by:

- Developing teacher capacity to analyze data w/out continued coaching so they can respond to emerging needs;
- Increasing the effective use of data by teachers;
- Broaden the types of data utilized by teachers to monitor and adjust instruction;
- Ensuring that teacher growth and development occurs in a way that leads to teachers improving their practice; and
- Ensuring the personalized and responsive use of data on each campus;

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By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 084910

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant aligns to CCISD's broader strategy of supporting campus improvement in the most effective way possible. The cited theory of action that most closely matches this strategy is the "Performance Management" theory of action, which CCISD has modified to read:

*If the district focuses resources such as personnel, funding, and guidance on supporting campus accountability; and if the district provides differentiated paths of continuous improvement for all educators -- whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of student needs rather than adult preferences; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints.*

CCISD evaluates school performance and identifies low-performing schools by analyzing data from a variety of sources, including data from student assessment, accountability reports, stakeholder input, and community partners. CCISD analyzes data by individual students as well as sub-populations, including economically disadvantaged, English Language Learners, at-risk students, and Homeless. District administrators also review each Campus Needs assessment to determine what district resources are needed to address campus needs.

For the purposes of the School Transformation Grant program, CCISD identified three low-performing schools, which are the participating campuses (McWhirter Elementary, League City Elementary, and Clear Creek Intermediate). These three campuses, which are all Title I Focus schools, represent 6.8% of the campuses in CCISD. Together the three campuses serve 2,270 students, or about 5.4% of CCISD students.

The proposed program seeks to increase the number of CCISD students in great schools by engaging the three lowest-performing CCISD schools in an authentic school redesign process, guided by collaborative planning, and supported by technical assistance from TEA and the Matched School Transformation Partner (MSTP). The project will foster autonomy and accountability at the participating schools by convening effective leadership teams on each campus to develop customized school improvement plans that directly address the specific needs of students on that campus.

The project follows the Talent Transformation Model, by exploring and developing plans to support professional growth for administrators and faculty at the three participating, low-performing schools, and by using effective evaluation tools such as the Instructional Leader Appraisal (for principals) and T-TESS (for teachers) to involve campus personnel in goal-setting and hold them accountable for their progress.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 084910		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 084910

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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By TEA staff person:

May 25, 2018

Mr. Doug Dawson  
Texas Education Agency  
1701 North Congress Ave.  
Austin, TX 78701-1494

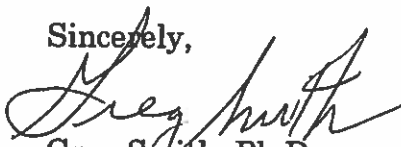
Dear Mr. Dawson,

I am writing to express my full support for Clear Creek Independent School District's application for a School Transformation Fund Planning grant. We at CCISD are excited about the potential to build the capacity of our Title I Focus schools by advancing a vision of effective school improvement that utilizes data-informed enhancement of instructional leadership and classroom instruction.

In cooperation with a TEA Matched Transformation Partner and Learning Forward, CCISD welcomes this opportunity to create transformational school improvement plans that strengthen instructional coaching and build leadership capacity in our Title I Focus schools. This project is a great expansion upon our current efforts to develop campus and classroom leaders who work collaboratively to define and address problems of practice in their schools.

Thank you for your time and consideration of our proposal. If you have any questions or need additional information, please contact Chris Kidwell, Director of State and Federal Programs at ckidwell@ccisd.net or call 281-284-0018.

Sincerely,

  
Greg Smith, Ph.D.  
Superintendent



May 24, 2018

Stephanie McBride  
Executive Director of Professional Learning  
Clear Creek Independent School District  
2425 East Main Street  
League City, Texas 77573

Dear Ms. McBride:

Learning Forward is pleased to support Clear Creek ISD in its application to build the capacity of its Title I focused schools by advancing a vision of effective instruction that utilizes data-informed improvement of instructional leadership and classroom instruction. As Clear Creek ISD's support organization, we are enthusiastic about the opportunity to be a thought partner for the district and assist CCISD by providing resources and additional support throughout the duration of this grant.

Learning Forward has partnered Clear Creek ISD for a number of years, working with learning leaders at the system and school levels to strengthen instructional coaching and build leadership capacity in district schools. CCISD is currently part of Learning Forward's Galveston County Learning Leaders Network, a network of school leaders that employ a cycle of continuous learning, driven by data and focused on student learning, to solve authentic problems of practice in their schools. That work, we believe, will help serve CCISD as it establishes and implements the vision for collaborative campus leadership and meaningful, effective instruction outlined in this proposal.

Learning Forward is prepared to deploy the resources it offers in an effective and timely manner as necessary to implement our agreed-upon work scope should CCISD be awarded this project.

Sincerely,

A handwritten signature in black ink that reads "Stephanie Hirsh". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Stephanie Hirsh  
Executive Director